**PAIRED TEXT SET**

**- Weather -**

Heather Taylor

**Grade Level**: 3rd Grade

**Science Standards:   
GLE 0307.8.1** Recognize that that there are a variety of atmospheric conditions that can be measured.   
**0307.8.1** Select appropriate tools used for collecting weather data that correspond to the atmospheric condition being measured.   
**SPI 0307.8.1** Choose the correct tool for measuring a particular atmospheric condition.

**Literacy Standards:**

[**CCSS.ELA-LITERACY.RI.3.1**](http://www.corestandards.org/ELA-Literacy/RI/3/1/)Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[**CCSS.ELA-LITERACY.RI.3.9**](http://www.corestandards.org/ELA-Literacy/RI/3/9/)

Compare and contrast the most important points and key details presented in two texts on the same topic.

[**CCSS.ELA-LITERACY.W.3.1**](http://www.corestandards.org/ELA-Literacy/W/3/1/) Write opinion pieces on topics or texts, supporting a point of view with reasons.

[**CCSS.ELA-LITERACY.SL.3.1**](http://www.corestandards.org/ELA-Literacy/SL/3/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

|  |  |
| --- | --- |
| **Paste Graphic of Non-Fiction Text** | Title: **Oh Say Can You Say What’s the Weather Today?**  Author: **Tish Rabe**  Publisher & Date: **Random House Children’s Books 2004**  Lexile Level: **700L**  Brief Synopsis: **The Cat and his friends travel by hot air balloon up and into various weather phenomena including rain, snow, thunder, tornadoes, and hurricanes. Along the way they learn about thermometers, anemometers, wind vanes, cloud formations, humidity, fog, smog, weather folklore, and how to stay safe in lightning.** |
| **Paste Graphic of Fiction Text** | Title: **Cloudy With a Chance of Meatballs**  Author: **Judi Barrett, Ron Barrett**  Publisher & Date: **Atheneum Books for Young Readers 1982**  Lexile Level: **AD730L**  Brief Synopsis: **The town of Chewandswallow was very much like every other town except for its weather, which came three times a day, at breakfast, lunch, and dinner. But it never rained rain, it never snowed snow, and it never just blew wind. It rained soup and juice and snowed mashed potatoes. Life for the people in this town was delicious until the weather took a turn for the worse. The portions grew and the food continued to grow. The town was plagued with damaging floods and storms of huge food. They feared for their lives and something had to be done.** |

**Activity Objective:**

TLW demonstrate an understanding of real and imaginary weather situations by connecting knowledge from non-fiction and fiction events in literary texts.

TLW describe the causes and characteristics of various types of weather.

TLW develop an awareness of weather and its patterns.

**Materials:**

*Oh Say Can You Say What’s the Weather Today* book

*Cloudy With a Chance of Meatballs* book

Venn Diagram worksheet

FACT: Justified True or False Statements worksheet

Writing worksheet

**Activity Description (using both texts):**

* Before reading, the students and I will discuss different types of weather that we have experienced. [CCSS.ELA-LITERACY.SL.3.1](http://www.corestandards.org/ELA-Literacy/SL/3/1/)
* While reading the texts, I will ask students a variety of questions about the types of weather that is mentioned in the texts, *Oh Say Can You Say What’s the Weather Today* and in *Cloudy With a Chance of Meatballs.* [CCSS.ELA-LITERACY.RI.3.1](http://www.corestandards.org/ELA-Literacy/RI/3/1/)
* Students will be given the Justified True or False Statements worksheet (FACT #31 assessment) about causes and characteristics of various types of weather. The students will draw on evidence from prior knowledge and the texts to analyze the validity of each statement. The students will describe the reasoning they used to determine whether each statement is correct. [CCSS.ELA-LITERACY.RI.3.1](http://www.corestandards.org/ELA-Literacy/RI/3/1/)
* After reading, students will complete a Venn Diagram to compare and contrast the two types of weather mentioned in each book.[CCSS.ELA-LITERACY.RI.3.9](http://www.corestandards.org/ELA-Literacy/RI/3/9/)
* Closing activity, students will complete a writing activity on their favorite kind of weather. They will draw a picture showing that type of weather and then write at least four sentences to describe their picture. [CCSS.ELA-LITERACY.W.3.1](http://www.corestandards.org/ELA-Literacy/W/3/1/)

**Text Dependent question prompts:**

What are the benefits of watching the weather?

Who tells us what kind of weather is headed our way?

Why do we use thermometers?

When do you see cumulus clouds?

What is precipitation?

What does a hurricane consist of?

**FACT –** FACT #31 Justified True or False Statements

This activity will be used as the formative assessment to measure student achievement on the content. Also, to examine students’ ideas during and after instruction, including what they consider valid information to support their ideas. Students will discuss their ideas and present their arguments to others to reveal any misconceptions, strengths or weaknesses on the topic.

**References:**

[**https://www.tn.gov/assets/entities/education/attachments/std\_sci\_gr\_3.pdf**](https://www.tn.gov/assets/entities/education/attachments/std_sci_gr_3.pdf)

[**http://www.corestandards.org/ELA-Literacy/RI/3/1/**](http://www.corestandards.org/ELA-Literacy/RI/3/1/)

[**https://lexile.com/book/details/9780689306471/**](https://lexile.com/book/details/9780689306471/)

[**https://lexile.com/book/details/9780375822766/**](https://lexile.com/book/details/9780375822766/)

[**http://3rdgradenevins.weebly.com/lesson-7-write-about-the-weather.html**](http://3rdgradenevins.weebly.com/lesson-7-write-about-the-weather.html)

[**http://teacherlingo.com/resources/items/cloudy-with-a-chance-of-meatballs-mini-unit-with-worksheets-and-centers.aspx**](http://teacherlingo.com/resources/items/cloudy-with-a-chance-of-meatballs-mini-unit-with-worksheets-and-centers.aspx)

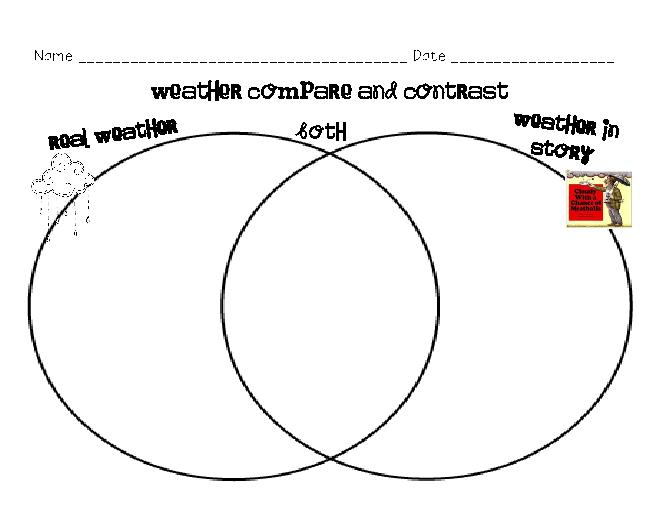
[**http://www.amazon.com/Say-Can-Whats-Weather-Today/dp/0375822763**](http://www.amazon.com/Say-Can-Whats-Weather-Today/dp/0375822763)

[**http://www.amazon.com/Cloudy-Chance-Meatballs-Judi-Barrett/dp/0689707495/ref=sr\_1\_1?s=books&ie=UTF8&qid=1456802124&sr=1-1&keywords=cloudy+with+a+chance+of+meatballs**](http://www.amazon.com/Cloudy-Chance-Meatballs-Judi-Barrett/dp/0689707495/ref=sr_1_1?s=books&ie=UTF8&qid=1456802124&sr=1-1&keywords=cloudy+with+a+chance+of+meatballs)

**Justified True or False Statements:**

**Weather**

|  |  |  |  |
| --- | --- | --- | --- |
| Statement | True | False | Why I Think So |
| Wind changes the weather. |  |  |  |
| When a cloud touches the ground it is called smog. |  |  |  |
| It takes one million droplets to make one raindrop. |  |  |  |
| The path of the rain is called the rain cycle. |  |  |  |
| There can be lots of hurricanes at the same time. |  |  |  |
| A tornadoes wind blows harder than a hurricane. |  |  |  |
| The weather a place has the most is its environment. |  |  |  |

****

****